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IDENTIFYING THE SLIP OF TONGUE IN EFL CLASSROOM: ONE ERROR THAT BLOCKED STUDENTS'S FLUENCY IN SPEAKING

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ABSTARCT

One indicator of being able to speak is having good pronunciation. Slip of tongue is one factor that is blocking good pronunciation. This research investigates the types of slip of tongue which doe by students in pronouncing English as a foreign language. There were 5 students of seventh semester at English Education Program academic year 2017/2018 IAIN Sultan Amai Gorontalo, as the subjects of this research. It used qualitative method in order to describe the kinds of error on students' pronunciation, especially when they are in slip of tongue. Audio recording was used to identify the students' pronunciation, data analyzing was done by transcribing their error pronunciation. The result shown from six of eight types of slips of the tongue occurred on students' pronunciation, namely Shift, Anticipation, perseveration, addition, deletion and substitution, the main slip of tongue occurred on students' pronunciation was substitution.

Salah satu indikator untuk bisa berbicara adalah memiliki pengucapan yang baik. Keseleo lidah adalah salah satu faktor yang menghalangi pengucapan yang baik. Penelitian ini menginvestigasi jenis-jenis keseleo lidah yang dilakukan oleh mahasiswa dalam melafalkan Bahasa Inggris sebagai bahasa asing. Ada 5 siswa semester tujuh di Program Studi Pendidikan Bahasa Inggris 2017/2018 IAIN Sultan Amai Gorontalo, sebagai subyek penelitian ini. Penelitian ini menggunakan metode kualitatif untuk menggambarkan jenis kesalahan pada pelafalan siswa, terutama ketika mereka membuat kesalahan pelafalan. Rekaman audio digunakan untuk mengidentifikasi pelafalan mahasiswa, analisis data dilakukan dengan menyalin pelafalan kesalahan mereka. Hasil yang ditunjukkan dari enam dari delapan jenis keseleo lidah terjadi pada pengucapan mahasiswa, yaitu *Shift*, Antisipasi, ketekunan, penambahan, penghapusan dan substitusi, namun yang utama adalah substitusi.

Key words: Error, Slips of the Tongue, Pronunciation.

A. Introduction

Pronunciation is one of indicators used to score the ability of speaking (Arthur Hughes : 2003). Pronunciation is a set of habits of producing sounds. The habit of producing a sound is acquired by repeating it over and over again and by being corrected when it is pronounced wrongly. Learning to pronounce a second language means building up new pronunciation habits and overcome the bias of the first language (Abbas Pourhosein Gilakjani, 2015).

English pronunciation involves the production of each sound and pronunciation of words, phrases, and sentences with correct spelling, compressing and/or correct intonation. In addition, there is a way how to read the word correctly called 'phonetic transcription' ((phonetic transcript), which is defined as a kind of alphabetic writing where each letter represent a sound. Phonetic transcript aim is to provide clear and unambiguous to the language learner, for example, the sound of which one should be used on a word or phrase, and in what order to use the sound.

For the non-native speakers, pronunciation is one of the most important parts in English communication because by using good pronunciation, we can avoid misunderstanding between the speakers (Harmer: 2000, Dalton: 1998, Angelina Tienieke Sugiarto: 2013, Syarif Hidayatullah: 2016).

Pronunciation errors occur in such a way, for instance because of slip of tongue. Slip of tongue is a psychological problem of speaker. Freud proposed that somebody misspeaks; it is an accidental expression of expressed thoughts or feeling (in David. W. Carrol : 1985). Slip of the tongue is occurred when the speaker's actual utterance differs in some way from the intended utterance. The following utterances are categorized into slips of the tongue, namely shift exchange, anticipation, perseveration, addition, deletion, substitution, blend. Those types of slips of tongue identified were occurred in English Foreign Language (EFL) classroom (Angelina Tienieke Sugiarto: 2013). The research focused on pronunciation error which included the slip of tongue, while this research focused on the types of slip of tongue faced by English Department students in the classroom. Therefore, the research question formulated as: what types are slip of the tongue occurred on students' of English Department pronunciation?

B. Literature review

Everyone needs to convey their message, idea, feelings or information to make a conversation to other people, so that they produce their speech. There are four stages of production: conceptualizing, formulating, articulating, and self-monitoring. To pass the steps, we often do errors consciously or subconsciously, either in first language or second language.

Erdogan (p. 5) explains that the errors may occur because the learner does not know what is correct, and thus it cannot be self-corrected. Error analysis, on the other hand, deals with the learners' performance in terms of the cognitive processes they make use of in recognizing or coding the input they receive from the target language. The errors in pronouncing English may be viewed as a part of learning English process to the people who speak English as a foreign language. Because by the errors, they will learn how to correct pronounce in English. Lado (1996) states common errors in English usually occur in every linguistics aspect namely; syntax, lexicon, phonology and morphological errors.

Slips occur when the speaker's actual utterance differs in some way from the intended utterance unintentionally. Slip of the tongue is occurred when the speaker's actual utterance differs in some way from the intended utterance. Freud proposed that somebody misspeaks; it is an accidental expression of expressed thoughts or feeling. Although speech errors cover a wide range of semantic content, there appear to be only a small number of basic types, namely: shift, exchange, anticipation, perseveration, addition, deletion, substitution, and blend.

Shift, occurs when one speech segment disappears from its appropriate location and appears somewhere else, for example (Fromkin) misderivations is the speaker somehow attaches the wrong suffix or prefix to the word. For example: That's so she'll be ready in case she decides [*di'saids*] to hit [*hit*] it becomes **that's so she'll be ready in case she decide [*di'said*] to hits [*hits*]**. It can be seen that the word "hit" [*hit*] there is the addition of the suffix -s. The addition of the **suffix -s** is not in the proper place because after the infinitive "to" always follows the original verb. Suffix -s is supposed to be added to the word "decide" [*di'said*].

Exchanges are, in effect, double shifts, in which two linguistic units exchange places. For example: Fancy getting your nose [*nəʊz*] remodeled [*rɪ'mɒdld*] becomes **Fancy getting your model [*mɒdl*] renosed [*rɪnəʊzd*]**. There is an exchanging between two sounds; there

are /n/ and /m/. The speaker utters “*Fancy getting your model renosed* [Fensɪ getɪŋ ju:r mɒdl rɪnəʊzd]”. It should be said “*Fancy getting your nose remodeled* [Fensɪ getɪŋ ju:r nəʊzrɪ'mɒdld]”.

Anticipations occur when a later segment takes the place of an earlier one. They differ from shifts in that the segment that intrudes on another also remains in its correct location and thus is used twice. For example: Take [teɪk] my bike becomes **bake** [beɪk] **mybike**. The speaker intended to say *take my bike* [teɪk maɪ baɪk], but said instead *bake my bike* [beɪk maɪ baɪk], “anticipating” the sound /b/ at the beginning of bike in his pronunciation of take, (the arrow means “was mispronounced as”). In this example *take* is said to be the target word, and *bike* is said to be the origin of the error (since that is where the b came from).

Perseverations occur when an earlier segment replaces a later item. He pulled a tantrum [ˈtæntɹəm] becomes **pulled a pantrum** [pɒld ə pæntɹəm] John gave the boy [bɔɪ] a ball becomes **John gave the goy** [gɔɪ] **a ball**. The speaker intends to say ‘*pulled a tantrum*’ [pɒld ə ˈtæntɹəm], but he said instead ‘*pulled a pantrum*’ [pɒld ə pæntɹəm], the speaker has Perseveration the sound /p/ at the beginning of ‘*pulled*’ in his pronunciation of ‘*tantrum*’. In this example ‘*pulled*’ is said to be the target word and ‘*tantrum*’ is said to be the origin of the error since that is where the sound /p/ of ‘*pulled*’ came after the origin (“*tantrum*” → “*pantrum*”) (an earlier segment that is ‘*pulled*’ replaces a later item).

According to Fromkin, Garrett, Shattuck-Hufnagel, in Carroll, Additions add linguistic material. For example: I didn’t explain this carefully [keə(r)fɒli] enough becomes **I didn’t explain this clarefully** [kla(r)fɒli] **enough**. Based on the example above, we can see that in the statement “*I didn’t explain this clarefully enough*” [aɪ ˈdɪdnt ɪkˈspleɪn ðɪs kla(r)fɒli ɪˈnʌf] there is an addition the sound /l/ in the word “*clarefully*” [kla(r)fɒli]. It is supposed to say the word “*carefully*” [keə(r)fɒli].

Deletions leave something out, According to Fromkin, Garrett, Shattuck-Hufnagel, in Carroll. For example: I’ll just get up and mutter unintelligibly [ʌnɪn ˈtelɪdʒəblɪ] becomes **I’ll just get up and mutter intelligibly** [ɪn ˈtelɪdʒəblɪ]

Based on the example above, we can see in the statement “*I’ll just get up and mutter intelligibly*” [aɪ ˈl dʒʌst get ʌp ənd ˈmʌtə(r) ɪn ˈtelɪdʒəblɪ] there is a deletion occurs, in this case is deletion of the prefix “*un*” in word “*intelligibly*”. So, it is supposed to say “*I’ll just get up and mutter unintelligibly*” [aɪ ˈl dʒʌst get ʌp ənd ˈmʌtə(r) ʌnɪn ˈtelɪdʒəblɪ].

- According to Fromkin Substitutions occur when one segment is replaced by an intruder. These differ from previously described slips in that the source of the intrusion may not be in the sentence. Before the place *close* [kləʊs] becomes ***before the place open*** [ˈəʊpən]
- At low speeds, it's too heavy [ˈhevi] becomes ***at low speeds it's too light***[laɪt]

Based on the two examples above, there are substitutions of word that each of them has relation either semantically or phonologically. In the first example, the speaker intends to say “*before the place close*” [bɪˈfɔː(r) ðə pleɪs kləʊs]. In fact, the speaker said the word “*open*” [əʊpən] in his/her statement which is has close relation and it is the antonym of the intended word, in this case the word “*close*”.

In the second example, the speaker intends to say “*at low speeds it's too heavy*” [ət ləʊ spiːd ɪts tuː ˈhevi]. In fact, the speaker said the word “*light*” [laɪt] not the word “*heavy*” [ˈhevi]. There are two possibilities about this case. The first one is, because both of the word “*light*” and “*heavy*” are from the same group of word class which is a noun make the speaker confuses and tend to makes the error. And the second one is, if we look at the statement “*at low speeds it's too light*” [ət ləʊ spiːd ɪts tuː laɪt], it relates with a crowded road which is full of lights from the street lamps. So that's why the speaker used the word “*light*”.

Fromkin states that in word substitutions, the speaker produces a word that is wrong, but typically related either semantically or phonologically to the intended word. Slips of the tongue also tell us a great deal about the structure and organization of the mental dictionary. Blends the speaker leaves out a short stretch of speech. Blends apparently occurs when more than one word is being considered and the two intended items “fuse” or “blend” into a single item. For examples: Fried [fraɪd] + potatoes [pəˈteɪtəʊs] becomes fries[***frais***]. Post [pəʊst] + Toasties [təʊstɪs] becomes ***Posties***[***pəʊstɪs***]

We can see from the examples of blends/ haplogologies above, two words are combining into a single word. At the first one the speaker is combining the word “*fried*” [fraɪd] with the word “*potatoes*” [pəˈteɪtəʊs] become the word “*fries*”. The second one is combining process of the word “*post*” [pəʊst] and the word “*toasties*” [təʊstɪs] become into the word “*posties*” [pəʊstɪs].

Slips of the tongue in L1 speech have been widely studied in detail as they can provide evidence about particular aspects of the speech production process and, in the case of slips produced by children, about language development. However, until now very little research

has been done on slips of the tongue in L2 learner speech production, even though L2 slips might well provide evidence of the language development of L2 learners. In some research there are statement showed that slips of the tongue in L1 speech production are also valid for L2 learner speech.

In a research by Poullisse, in her data, 2000 L2 slips and L1 slips were included which were collected by tape-recording and carefully re-examined by two trained researchers. As is common in L1 slip research, the slips were classified in terms of the linguistic level involved (e.g. syntactic, lexical, morphological and phonological) and slip type. The most important slip types are substitutions, anticipations, perseverations, exchanges, additions, deletions and blends. She compared L1 slip data with L2 slip data in order to find if they are the same or different, and to what extent. The analysis of the data showed there are many similarities between the L1 and the L2 slip data. For instance, one of the findings supporting the frame-and-slot mechanism is that slips of the tongue adhere to the "syntactic category constraint": nouns replace nouns, verbs replace verbs, and prepositions replace prepositions, and so on.

C. Research Method

This research used qualitative descriptive method. It used to analyze the students' pronunciation of slip of tongue and served the research finding by data's description. The location of this research was in English Education Department of State Institute of Islamic Studies Sultan Amai Gorontalo. The subject of research was 5 students at seventh semester academic year 2017/2018 as the. It used purposive sampling, under the principle of **sow ball**. Thus, the research interviewed **ad** tested one student before going to another student. Only 5 students were taking, because the types of slip of tongue almost occurred **o the**. Document **ad** interview were used to get the data. In this research, researcher used students' transcription and the topic was daily conversation (introduction, Family, daily activities, home town). Interview is a meeting of two persons to exchange information and idea through question and responses, resulting in communication and joint construction of meaning about a particular topic. This interview used only to clarify that the participants error is happen because of their error in performance. the researcher analyzed the data systematically by using the following steps: first, the researcher made the transcription from the utterances, and then the researcher presented the data that contain the pronunciation errors that happened in

their speech. Second, the researcher analyzed slip of the tongue based on Fromkin's theory in table 3.2. Third, the researcher described and discussed the findings that are related to the objective of the study. Finally, the researcher made general conclusion by relating to the theory and research finding about pronunciation errors happened in seventh semester student of English department.

D. Findings and Discussions

Slips of the Tongue Analysis

In presenting the presentation on the slips of the tongue and pronunciation problems, there were 5 Participants as the data sources in this research which were observed. And the pseudonyms were also used in the presentation of this analysis; they are Student 1, Student 2, Student 3, Student 4, and Student 5. The frequency of appearance of types of slips of the tongue would be presented in Table 4.2

Table 4.2 Types of Slip of Tongue Appearance

No.	Type of slip of tongue	Frequency
1.	Shift	1
2.	Exchange	-
3.	Anticipation	3
4.	Perseveration	3
5.	Addition	28
6.	Deletion	33
7.	Substitution	52
8.	Blend	-
	Total	120

a) *in others word... in other words* is I wanna be a success girl (Student 1)

Based the utterances, the speaker pronounced the word ***in others word*** in her utterances. It should be pronounced "***in other words***", it could be proved because of there was a repairing process from the speaker. The error happened because the student makes a shift on (s) letters, she pronounces ***in others word*** in her utterances which changing the meaning of the sentences. it is should located in the end of the word "**Word**" to get the meaning.

a) *I was born on twenty nine february **ninety ninety six** (Student 1)*

In this utterance which made by Student 1, the student was getting anticipate and more focused on second word that is “**ninety**”. So, she made slip between which should pronounce nineteen or ninety.

b) *I was born in limboto three mart, three marts in **ninety ninety six** (Student 2)*

Based on the utterance, the same slip of tongue was made by the student 2. Therefore, in the segment “**in ninety ninety six**” the suffix -ty in the second ninety take place in the early word which should be pronounce nineteen.

Based on the utterance, the same slip of tongue was made by the student 2. Therefore, in the segment “**in ninety ninety six**” the suffix -ty in the second ninety take place in the early word which should be pronounce nineteen.

c) *And I was born in Tote on twenty five june nine...**ninety ninety six** (Student 4)*

Based on the utterance during typing this transcription, I found that most of the student make a slip when pronouncing their own date of birth especially in pronouncing -teen and -ty suffix.

a) *Alhamdulillah.. **my fathers and my mothers** (Addition – s)... still complete.*

Based on the utterance, in this case the speaker definitely get slip when pronouncing her parent by mentioned they’re like “**my fathers and my mothers**” with an addition -s in those words and it was inappropriate location. This -s suffix addition is not appropriate because the adding sound /s/ showed a quantity of an object “**my fathers and my mothers**” is a singular noun which belong to the speaker itself. It could be seen when the speaker renews her sentence into “**my father and my mother**”.

b) *so my **farthers** (Addition – r,s) do everything.*

Based on the utterances, the speaker pronounces it in a hurry. there is an unnecessary addition sound /r/ & /s/ that makes the word heard unclearly. It should be pronounced “**so my father do everything**”

c) *my second little **brothers** (Addition – s).*

Based on the utterances, The -s suffix addition is not appropriate because the adding sound /s/ showed a quantity of an object. It should be pronounced without -s “**my second little brother**”, because her second little brother just 1 in this world.

a) *it is very difficult for me **to reach**.*

Based on the utterance, the speaker omitted the word “it” from the sentences. This error happened when the speaker hurried to close the sentences. The speaker immediately repaired his utterance when he realized that it was inappropriate.

b) okay.. I...I ... just.. I'll just tell you.

Based on the utterance, it is a same case with the sentence above. In this section, the speaker also in a hurry situation and little confused about what is she going to say. Then, the speaker immediately repaired his utterance when he realized that it was omitted or uncompleted.

c) I'am so slowly in work.

Based on the utterance, the speaker omitted suffix -ing in the last word “work” whether it should be “working” because the -ing suffixes is perform as a complement.

d) surfing internet, or.. watching some movie.

Based on the utterances, there are determiner “the” deletion in sequence [**Surfing internet**] while it should pronounce [**surfing the internet**] because internet is a medium just like water, ground, & air.

*a) I know can't te.. **told** you..i can't **told** it.. I can't **tell** you, it's a secret.*

Based on utterance above, it could be seen that the speaker made an error. He substituted the word “**tell**” into the word “**told**”. The speaker intended to pronounce an utterance which was contained present form.

*b) ef (**Substitution - of**).. of their mystery.*

in this section, the speaker substitute word “of” but she made slip when pronouncing vowel /o/ it's changing into /e/.

*c) if someone.. ask him to uh.. **to do building**(**Subtitution – Should Make or Built a**) he will do it.*

in this sentence, the speaker choose inappropriate verb to fill the sentences. For this case the sentence should pronounce “**if someone ask him to uh.. to built a building he will do it.**”

*d) if someone ask him to what.. **gardening** (**Subtitution – Should Farming**) he will do it.*

This is same case with above sentence. In this section, the sentence should

pronounce *“if someone ask him to farming he will do it”*.

e) my father and my mother..still complete.

Based on the utterances above, word **“complete”** should change into **“alive”** because the speaker intended to give means that her parents still slive.

f) while my mother’s job is marbot masjid

Based on the utterance, the speaker also changes or substitute an English with her first language. Therefore, she should pronounce **“while my mother’s job is a caretaker of mosque”**

E. Conclusion

Kinds of pronunciation error found in the seventh semester students at English Education Program academic year 2017/2018 contain six kinds of slip of the tongue. The six kinds of slip of the tongue, they are shift, anticipation, perseveration, deletion, addition, and substitution. There are only six of them were found, because the appearance of each type of slips of the tongue is relate to their speech, and there are no case showing the rest of other types.

Next, Substitution is dominantly occurred than the other types. It is happened because slip of tongue also known as Freudian slips. A Freudian slip is a bit more complicated because there is believed to be more meaning behind the word error that is made. A Freudian slip is a verbal mistake that is believed to be linked to the unconscious mind. So, the mistake is not considered a mistake at all, but instead an unconscious thought that is coming out in speech. Often Freudian slips are not with words that sound alike at all, like with a slip of the tongue. A common example of a Freudian slip would be calling one’s boyfriend or girlfriend by your mother or father’s name. A Freudian slip gets its name from the psychiatrist Sigmund Freud. He believed mistakes we make when speaking has meaning and aren’t really mistakes at all, but our unconscious mind slipping through into our speech. When the students pronounced the English words in hurry, less of vocabulary and monitoring condition which make their unconscious mind crawling into their speech and substituted some English words to others. The five students also produce pronunciation problems such as the uncompleted word and the unclear pronunciation.

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